ADVANCED DISTRIBUTED LEARNING

LMS and New Media

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ADL Co-Lab Hub

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SCORM and New Media

- Accessibility
- Interoperability
- Durability
- Reusability

For traditional didactic instruction for individuals in the absence of a live instructor

Benefits of New Media

- High impact with a potentially sensual and compelling interactive experience through the use of spoken word, animation, graphics, and video.
- Freedom of choice through interactivity. Users like to feel in control and not be forced down a particular route. We like to browse.
- Usefulness because users value quality information delivered in a properly organized and easily understood fashion.

http://www.rossiterandco.com/new-media-02-benefits.htm

Benefits of New Media

- Instant availability from the desktop PC, or increasingly, the laptop, or even WAP phone or Pocket PC.New Media also provides many benefits for those who commission them
  - Kudos, through the use of innovative media
  - Effectiveness, which is doubled by using sight and sound, compared to sight or sound alone, as in old media.
  - Appropriateness, through the ability to deliver as much or as little information as the user requires in order to be convinced
  - The capability to sustain long term relationships with customers, without the need to visit.
  - Expandability as needs develop or change. New parts can be added, or old areas amended with reasonable ease.

http://www.rossiterandco.com/new-media-02-benefits.htm

Benefits of Old Media

- Stable
- Authenticated
- Consistent (“curriculum drift”)

Hazards of New Media

July 9, 2009, 6:39 PM

Does Social Networking Breed Social Division?

By RIVA RICHMOND

http://gadgetwise.blogs.nytimes.com/2009/07/09/does-social-networking-breed-social-division/

Evaluation of Evidence-Based Practices in Online Learning:

A Meta-Analysis and Review of Online Learning Studies (May 2009)

http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

LMS and New Media

The meta-analysis found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction. The difference between student outcomes for online and face-to-face classes—measured as the difference between treatment and control means, divided by the pooled standard deviation—was larger in those studies contrasting conditions that blended elements of online and face-to-face instruction with conditions taught entirely face-to-face. Analysts noted that these blended conditions often included additional learning time and instructional elements not received by students in control conditions. This finding suggests that the positive effects associated with blended learning should not be attributed to the media, per se.

Management of Social Media

Abstract.
Self (1999) argues that the essence of having a computer-based learning system that “cares” about its learners is that the system model its learners so as to be able to adapt to their needs. In this paper we discuss the notion of personal agents who care for their “owners” by representing the owners’ interests in the learning system. We contextualise this discussion by showing how such personal agents are used in I-Help, a system that promotes caring and sharing by encouraging learners to help one another. In I-Help, personal agents themselves care for their learners by helping them to discover useful information and/or to find “ready, willing, and able” peer learners who can aid them in overcoming problems.

http://www.eee.bham.ac.uk/bull/papers-pdf/IJAIED-03.pdf

The Caring Personal Agent

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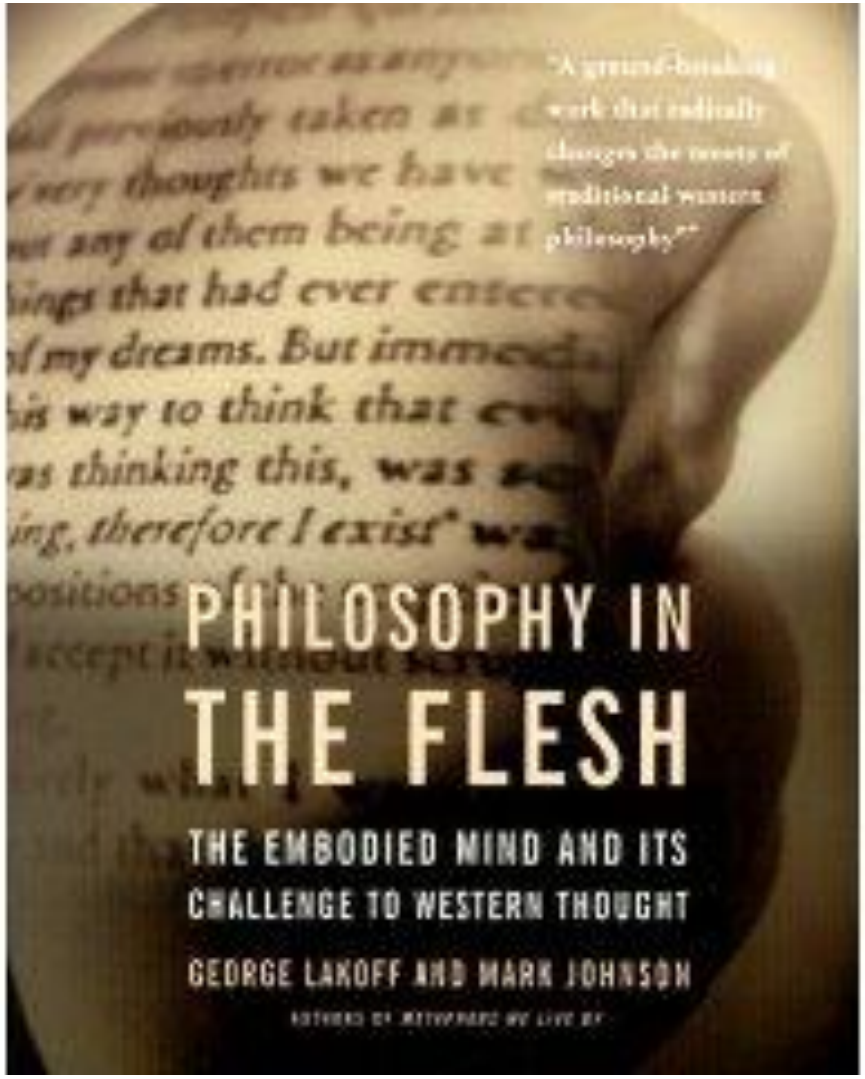
Mediated Experience

http://video.google.com/videosearch?hl=en&q=Marshall+McLuhan&um=1&ie=UTF-8&ei=OrSFSp6rFoOkswOQzNWuBw&sa=X&oi=video_result_group&ct=title&resnum=4#

Meat-iated Experience



Battle Command Knowledge System

Battle Command Knowledge System

- Creation of virtual forums designed to build knowledge assets
- Leveraging the lessons-learned analysis and collaboration process within the training and doctrine system
- Providing input mechanisms for individual and organizational learning across directorate of resource management
- Including links and references to training and doctrine resource
- Enhancing the exchange of information thus reducing the mission decision cycle time

http://usacac.army.mil/CAC/functions/battlecommandsystem.asp

WikiManuals

New York Times

14 August 2009

Care to Write Army Doctrine?

By NOAM COHEN

In July, in a sharp break from tradition, the Army began encouraging its personnel — from the privates to the generals — to go online and collaboratively rewrite seven of the field manuals that give instructions on all aspects of Army life.

http://www.nytimes.com/2009/08/14/business/14army.html?hp&pagewanted=all

CoP Typical Audience[1]

- Existing, geographically-dispersed community
- Collaboration within community
  - Deep / frequent integration
- Shared skills, language, tools and/or job aids
- Widespread knowledge of each others' competencies

1. Mozzetta, D., Epstein, E., Borden, M.J. and Littlefield, G. (2008) Harnessing the Promise of Social Networks Using Instructional Theory. IITSEC 2008 Presentation. NTSA Metapress

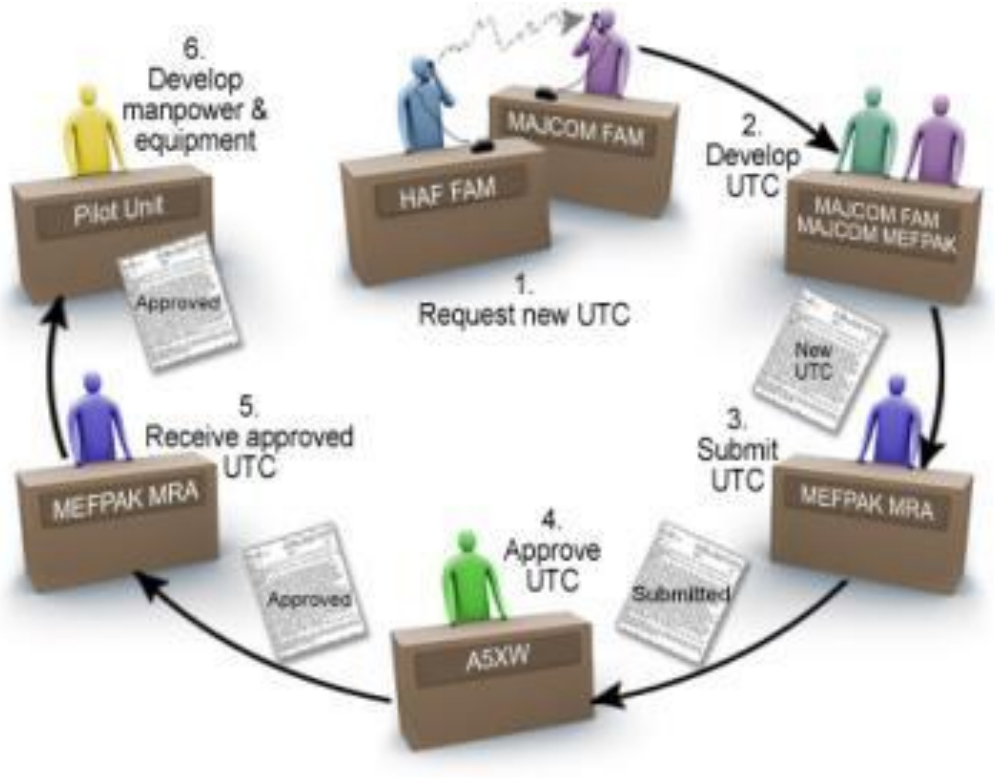
Case Study: Air Force FAMs CoP

- Designed for Functional Area Managers (FAMs)
  - Part-time duty for senior ranks
  - Role involves data interpretation, decision making, and coordination of multiple levels of personnel

Mozzetta, D., Epstein, E., Borden, M.J. and Littlefield, G. (2008) Harnessing the Promise of Social Networks Using Instructional Theory. IITSEC 2008 Presentation. NTSA Metapress

Why develop a CoP for FAMs?

- Users share a particular goal or interest
- Training can't be kept up to date
- Training unable to provide depth and flexibility of one-to-one interaction
- Requirement to be expert on day 1
  - Don't have time for instructor-led training during first few months of job



FAM CoP

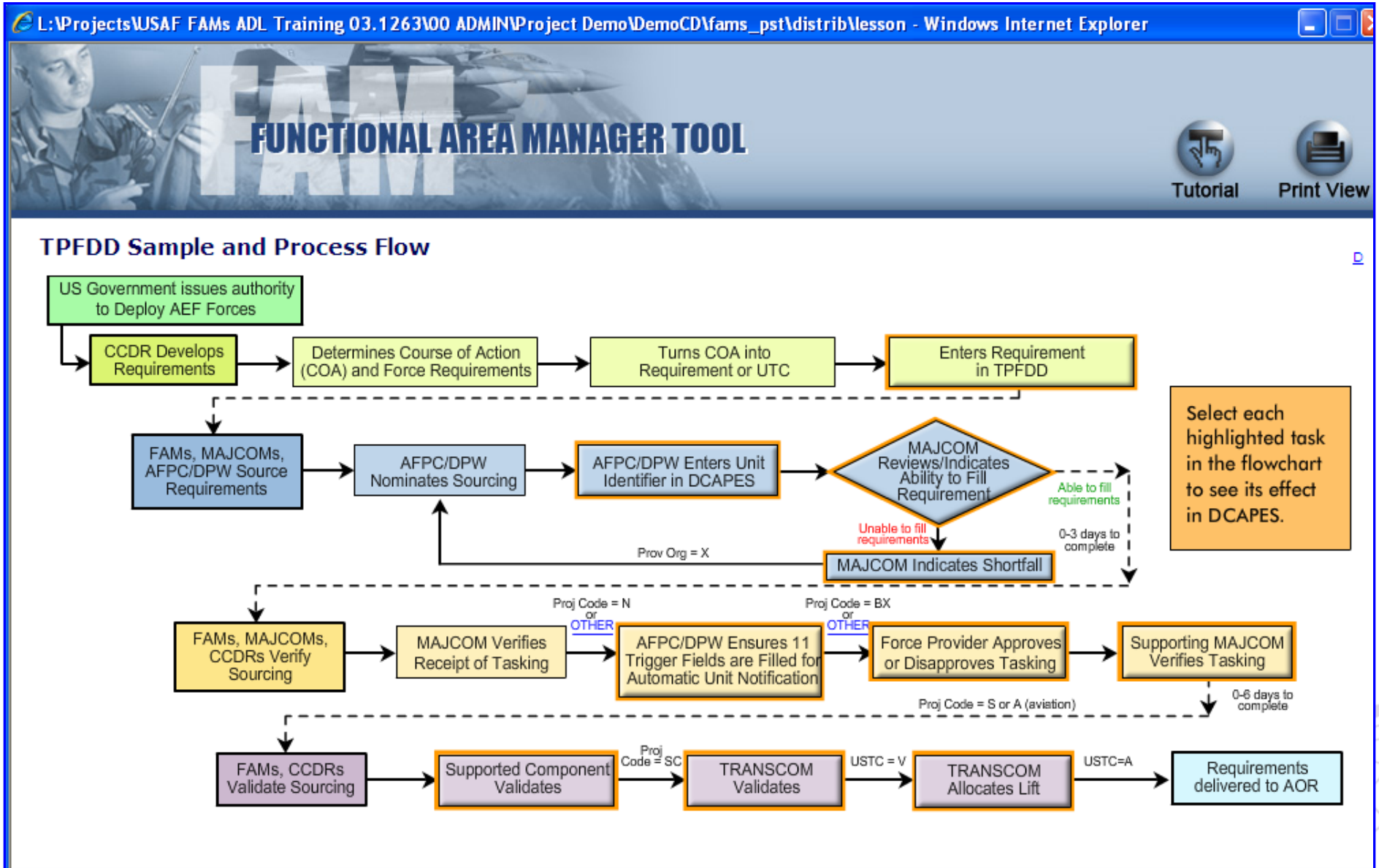
Knowledge Now | CoP Home | CoP Feedback | Help | Tell A Friend | Logout
Functional Area Manager CoP
My AFKN
AFKN Links
CoP Links
Admin Links
REFERENCES
Key References »
Policy & Guidance »
Air Force e-publishing
DoD Directives/Issuances
Joint Pub Library (JEL)
Joint Megapub - all JPs in one document
FAM Glossary
FAM Acronyms
Global Acronym Finder
AF Fact Sheet
Time Zone
GEO Lookup
Country Specific Orientation Guides-DLI
FAM Database and Tools User Guides »
JOB TASK TUTORIALS
Mobilization
Developing New UTC Requirements
Reviewing the UTA
Reviewing Line Remarks
FAM of the Month Nominations Due on 30 Oct 08
FAM of the Month, MSgt
Outstanding CoP
2nd Quarter 2008
Welcome to the Functional Area Manager CoP, where you can learn more about your job, strengthen your professional network, access useful guidance and tools, and get answers and insights from your colleagues and other experts.
FAM Process Guide
FAM Essentials
FAM WBT Course
FAM-related Conferences and Training
Required Access and Training
Interact with the FAM Community!
Find a FAM Subject Matter Expert
FAM Registration Form
<<< October 2008 >>>
Su Mo Tu We Th Fr Sa
28 29 30 1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31 1
Take our QUESTIONNAIRE
CoP Usage Survey
FAM of the Month Nomination Form
FAMs Web-Based Training Course Survey
Quest. Admin
COP INFO
CoP Members
CoP Mailing List
CoP Training
COLLABORATE!
FAQs
Discussion Forums »
WBT Student Tracker
NEIGHBORHOODS
AF/A5XW
AEF Online
Air Force Lessons Learned
AFCENT Deployment

FAM CoP features

- Hosted on AF Knowledge Now (AFKN)
- Features
  - User profiles (“registry”)
  - Communication with members individually/group
  - “FAM of the Month” nomination
  - News (changes weekly)
  - Job aids (tutorials and support tools)
  - Discussion Forum
  - Documents and links: monitored for usage

Mozzetta, D., Epstein, E., Borden, M.J. and Littlefield, G. (2008) Harnessing the Promise of Social Networks Using Instructional Theory. IITSEC 2008 Presentation. NTSA Metapress

FAM CoP job aids



Interaction between CoP and WBT

- WBT course used to introduce CoP tools to audience
- WBT tutorials available on demand for each CoP tool

Mozzetta, D., Epstein, E., Borden, M.J. and Littlefield, G. (2008) Harnessing the Promise of Social Networks Using Instructional Theory. IITSEC 2008 Presentation. NTSA Metapress

FAM CoP Evaluation

- CoP activities include:
  - Seeking and sharing advice
  - Sharing and reuse of assets
- Launch year statistics
  - 96th in Viewer Activity (out of 13,644 CoPs)
  - 24th in Membership with 1,385 members
  - 40% of CoP members log on at least once every 45 days
  - 1,000 FAM WB course graduates

Mozzetta, D., Epstein, E., Borden, M.J. and Littlefield, G. (2008) Harnessing the Promise of Social Networks Using Instructional Theory. IITSEC 2008 Presentation. NTSA Metapress

Social Media: Case Study

- Part of Lifelong Learning Center
  - US Army Signal Center, Fort Gordon, GA.
- Why LLC? Equipment updated more rapidly that formal (schoolhouse) education can handle
- Cianciolo (2008) examined six aspect of LLC
  - Instruction, Assignment-Oriented Training, Simulations, **Discussion Forums**, Leader Education, On Demand Learning.

Cianciolo, A. (2008) Study Report 2008-05. Program Evaluation for U.S. Army Lifelong Learning Centers (LLCs): Extension to Military Operational Specialty (MOS)-Based LLCs. Final.*United States Army Research Institute for the Behavioral Sciences.* Arlington VA.

Discussion Forums

- Two LandWarNet eSignal discussion forums
  Hosted on Battle Command Knowledge System
  - Technical forum : Peer-assisted troubleshooting
    - Goals: knowledge management, cultural shift to anytime, anyplace learning
  - Leader's forum
    - Goals: self development, foster organizational culture

- How much and how well are these forums being used?

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Leader's Forum Activity Analysis

Trainee's course Proficiency	BOLC (n=36)	BNCOC (n=10)	ANCOC (n=1)	All (n=47)
Start discussion	53%	10%	100%	45%
Participate in discussion	58%	0%	0%	44%
Upload file	0%	10%	0%	2%
Edit bio	86%	10%	100%	70%

BOLC:Basic Officer Leadership Course
BNCOC: Basic Non-Commissioned Officer's Course
ANCOC:Advanced Non-Commissioned Officer's Course

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Discussion Forums: Learner Bios

- "Edit bio" function
  - How much information were learners willing to disclose in their personal profile?

- Often provided
  - Middle Initial (74%)
  - Mobile Phone # (49%)
  - Education (38%)
  - Rank (38%)

- Rarely provided
  - Job Experience (21%),
  - Deployments (21%)
  - Expertise/Competencies (4%)

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Discussion Forums Use

- Large proportion (>90%) cross registered with other BCKS forums

- Involvement
  - 83% of initial posts by users not facilitators

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Discussion Forums: Content

- Initial post types (n=179)
  - Direct questions: 31%
  - Request for input: 22%
  - Request for expert: 8%
  - Other: 7%
  - Inferred questions: 15%
  - Request for resources: 13%
  - Rants: 4%
- Responsive
  - 44% initial posts responded to within 24 hours.
  - <15% posts asking questions were not responded to
- No “actionable content” spontaneously posted

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Discussion Forums Comments

- Low participation rates
- Trainees were cross – registered
- Much communication face-to-face, not online
- No initial content to ‘seed’ forum.
- No ‘manufactured opportunities’ to spur activity.

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Questions or Comments?

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